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LIFE BOOK SERIES

How to Study a Child

MINNIE B. MYERS



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LIFE-BOOK SERIES

How to Study a Child

A MOTHER'S GUIDE



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BY
MRS. MINNIE BELL MYERS,
Author of
HOME STUDY COURSE,
MOTHERS' KINDERGARTEN SCHOOL,
"IRENE'S YESTERDAYS."

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*“Who can tell what a baby thinks?
Who can follow the gossamer links,
By which the manikin feels his way
Out from the shore of the Great Unknown,
Blind, and wailing, and alone,
Into the light of day?”*



CHRIST AND THE CHILDREN

At the same time came the disciples unto Jesus, saying, Who is the greatest in the kingdom of heaven?

And Jesus called a little child unto him, and set him in the midst of them, and said, Verily I say unto you, except ye be converted and become as little children, ye shall not enter into the kingdom of heaven.

Whosoever therefore shall humble himself as this little child, the same is greatest in the kingdom of heaven.

And whoso shall receive one such little child in my name receiveth me.

But whoso shall offend one of these little ones which believe in me, it were better for him that a millstone were hanged about his neck, and that he were drowned in the depth of the sea.

Take heed that ye despise not one of these little ones; for I say unto you, That in heaven their angels do always behold the face of my Father which is in heaven.—MATT. XVIII., 1-6, 10.

Greater joy have I none than this: to hear of my children walking in the truth.—JOHN III., 4.

PREFACE

This book is intended as a "mediation" between the adult mind and the child mind; a getting of the right perspective of the child's mind by the adult, and thereby establishing a freedom, a harmony, and a unity with the child which is conducive to a perfect growth and development, on the one hand, and to a more appreciative and better understanding, on the other; giving to the little germ of life most favorable conditions in which to grow and be nourished by the love and goodness of parents, guided by their wisdom and experience, protected by their strength and knowledge. Standing aloof from the child and giving arbitrary orders will not bring a single human being to a correct knowledge of what a child is or how much good it can accomplish if taken into sincere companionship. This book is the fruit of twenty-five years of studying and teaching "child study" and "child observation journalism," and years of experience as a mother. The treatment of each stage of development is condensed and practicable, and is intended to be worked out more completely by observation, reading, experiment, and discussion.

I do not forget that there are plenty of mothers who know a great deal about children, but who look at them from the sympathetic point of view, in which they do well; but there is a scientific point of view, which is equally as essential. Again, when people have sympathy, experience, and common sense, they have three

of the essential requisites for the successful care of the children. They are unconsciously close observers of children, but they have never set themselves to observe, and still less have they attempted to formulate their knowledge. The result is that, however successful they themselves may be in managing children and facing the problems that meet them from day to day, they can not transfer their experience to others. Scientific investigation may discover and settle very important questions, where unscientific common sense failed to perceive that there was a problem at all.

The chief end of this book is to give to you an easy and definite method to enable you to collect facts about your child and formulate them in such a way as to make them available, not only for the use of science, but for the use of those who need them for application to practical problems. There is a glorious satisfaction in being able to present to your child, when he or she is grown up, a book of these compiled facts, written in diary form, with bits of family history and unique settings, with interesting incidents interspersed.

Every parent should keep a diary in which to note successive phases of the child's moral growth, so that he or she might watch the growth of character, foster every manifestation of good, and be able to suppress or restrain the bad. The study of the child in child nature is the most entertaining and instructive study in the world. For the mother it is ideal and should

be taken up by her with great interest; for by its use she trains herself in psychology, observation, accuracy, English, originality, memory, writing, tact, visualizing, in self-control, in truthfulness. For the child, it means a book of his life, written by his parent or parents. What would you not give to-day for a "Life-Book," written by your father or mother, grandfather or grandmother, in which were recorded, in their own words, the important and interesting happenings of your early life—a book to which you could refer at any time and trace back the family history throughout many years, perhaps generations?

Such a book is invaluable to the child, to say nothing of its great value to the generations ahead of him. In future years, the child may have occasion many times to go back to the incidents of to-day, last year, or the year before. These matters are very clear to you now, but they may not be then. If no record is made by you now, it may be impossible to obtain the information when it is wanted.

Aside from all this, there is the pleasurable side of the writing and publishing of such a life-book. Many, many times throughout the years of the future you will find great enjoyment in reading and re-reading such a book as you could write to-day. Not only the child, but relatives and friends would appreciate such a book as a gift. They would value it above anything else you could give them at many times the same cost.

HOW TO STUDY A CHILD

REQUISITES

The requisites for child observation journalism are:

1. Blotting-paper pad with corners of leather or cretonne.
2. Glass ink receptacle.
3. Pen—a simple holder in wood, enameled in any desired color to carry out color scheme.
4. A glass pot of mucilage, with a nickel mucilage brush, used for placing kodak pictures of child, newspaper clippings of any personal mention, clippings of hair, etc.
5. A small pair of scissors.
6. A stand to hold ink eraser, lead pencil, measuring stick, tape measure.
7. Pair of balance scales.
8. Faithful recording of facts on blank pages provided for in back of this book, as indicated in text.

ANCESTRY

PATERNAL AND MATERNAL BRANCH

Great-Grandfather	}	<i>Nationality</i>
Great-Grandmother		<i>Physical Development</i>
Grandfather		<i>Temperament</i>
Grandmother		<i>Health and Longevity</i>
Father		<i>Occupation</i>
Mother		<i>Education</i>

Age of Parents When Child Was Born

ENVIRONMENT

Proper environment: As we place fine plants and animals under the most favorable influence, so we ought to do with the children. Favorable surroundings, loving treatment, kind words, cheerfulness, and pleasant employment work wonders.

Child's Birth-place. Date of birth. General surroundings—town, country; indoor, outdoor. Social surroundings—his brothers, his sisters. His picture. Clipping of hair.

PHYSICAL DEVELOPMENT AND MEASUREMENTS

WEIGHT:

Note weight of child at birth and a few days after. There is always a marked loss of weight the first few days. The average weight at time of birth is about seven pounds. At the age of six months the average infant weighs nearly twice as much as at birth, and at one year nearly three times as much as at birth, while the average gain of weight in the second year is about six pounds, four and a half pounds in the third year, and four pounds during the fourth year. An infant's weight should be taken once a week for several weeks.

HEIGHT:

Note height of infant by measuring him in a horizontal position. Place child on the floor

with the head just touching the wall; then, taking care that the head continues in contact with the wall, the legs should be stretched out as straight as possible. An object of some sort should be used to mark the extreme distance reached by the feet. The distance from the wall to the object will give the height of the child.

CHEST GIRTH AND GIRTH OF HEAD, BREADTH OF SHOULDERS AND BREADTH OF HIPS:

The chest should be measured at the level of the nipple, the tape being in direct contact with the skin, the arms relaxed at his side. Note maximum measurements by having child (when old enough) take as deep breath as possible, and minimum measurements by letting out as much breath as he can. Measure the shoulders and hips and head in natural position.

VISION:

Note color, degree of deposition of coloring matter.

TEETH:

Note dates of eruption. The temporary teeth, of which there are twenty, should appear as follows:

1. Lower central incisors, 6 to 8 months.
2. Upper central and upper lateral incisors, 8 to 12 months.

3. Lower lateral incisors and lower and upper first molars, 12 to 15 months.
4. Lower and upper canines, 18 to 24 months.
5. Lower and upper second molars, 24 to 30 months.

The permanent teeth:

First molars, 6 years.

Incisors, 7 to 8 years.

Bicuspid, 9 to 10 years.

Canines, 12 to 14 years.

Second molars, 12 to 15 years.

Third molars (wisdom teeth), 17 to 25 years.

MOVEMENTS:

By the careful study of sensations, on the one hand, and of the movements and activities of the child, on the other, we get a fuller understanding of the child's mental and physical evolution. All ingoing currents, of sensations and impressions, gradually lay the foundations of the child's mental world; and the outgoing currents, which bring about the movements of the child, reveal the ordering of the foundations of activity and conduct: and it is these movements you note as they appear. Every current that runs into the brain from skin or eye or ear runs out again into muscles, glands, or viscera, and helps to adapt the child to the environment from which the current came. The baby, in an unfinished state, is very plastic to surround-

ing forces, which develop and mould him so that he becomes capable of surviving and maintaining his living in the environment into which he has been born. He does this by the stimuli he receives, in various ways, from his environment. Noting these movements in the order in which they come, we will consider:

1. Spontaneous (Impulsive) Movements.

Most noticeable when baby is excited or interested or when he is listening to some sound or gratified by some sight. Most abundant in the early weeks of life. They are not of purposive or expressive character, nor do they seem to result from stimuli coming from without.

2. Reflex Movements.

Note these movements are called forth by crying on contact with air, by swallowing, sneezing, snuffing, sighing, sobbing, vomiting, gagging, coughing, choking, starting, winking, yawning, hiccupping. Notice the effect of sudden sounds. Observe the age of infant when winking is first induced.

3. Instinctive Movements.

Note these movements in sucking, licking, biting, smacking, chewing, grasping, and seizing with the lips, pulling against resistance; while the same kinds of movements developed and perfected by efforts are, holding up the head, sitting up, pulling the body up into a sitting

position, standing, creeping, walking, running, climbing, grasping.

4. *Ideational Movements.*

1. Imitative (make-believe plays, doing what he sees elders do, etc.).
2. Expressive movements (kissing, cuddling, clapping hands, etc.).
3. Deliberative movements.

All these appear later in childhood and show some progress in mental development.

5. *Special Movements.*

1. Grasping.

Reflex grasping:

Note when hand closes tightly on objects placed against the palm. Note how soon after birth baby will do this, and if it increases or diminishes as day succeeds day.

Carrying to the mouth:

Hands have upward tendency, getting into the mouth as by accident. Note the time when the hands definitely carry clasped objects to the mouth.

Grasping with desire:

Note the early fumbling about for objects to grasp. Note the first attempt to grasp an object guided by his eyes. Note mouth in skill to grasp; also the growth in interest and

tendency to sudden snatching, and ability to gauge distance.

Note when finger-tips begin to be differentiated for use, when the forefinger is first used for pointing; if right or left hand is preferred, and does the habit change from time to time.

2. Equilibrium and locomotion.

Holding up head:

Note the early occasional stiffening of the neck; when the head is raised voluntarily; and when the baby begins to turn the head about to see things.

Sitting:

Note early occasions when the child likes to sit up, and the progress of effort he makes to rise to sitting position; if he tries to pull himself up by your hands, etc. Note how he finally accomplishes this act, and how long he can sit steadily, and with what support.

Rolling:

Note when child first turns from back to side, to face; and does he roll from left to right, or right to left? or has he any will—does he roll as a means of locomotion?

Creeping:

Note the first desire to creep, and

when he made effort to reach any attractive object on the floor by this means, and if he creeps on hands and knees, or hands and feet. Does he creep for the pleasure of movement, or only to get a coveted object?

Hitching:

Does he use this means of locomotion instead of creeping.

Standing:

Note first desire to stand, and first efforts to pull the body to erect position. Are such efforts discouraged by falls?

Note when he can stand supported by only one hand, and when alone.

Walking:

Note progress of different ways of walking, either edging along by the wall, or pushing a chair in front of him. Does running precede or follow walking?

Climbing:

Is marked inclination to climb a trait in his character? Note manner of climbing up stairs and down stairs.

Jumping:

Note when child takes pleasure in jumping, and if he jumps spontaneously.

MENTAL DEVELOPMENT

SENSES:

1. *Sight.*

Note baby's sensitiveness to light during first few days of life—*e. g.*, frowning, scringing at strong light.

Fixation of the eyes:

Note when eyes lose their aimless look and appear to rest upon objects, and when objects stared at cause pleasure or excitement, and how long an interesting object will continue to hold the attention.

Attraction of the gaze by objects in motion:

Note when eyes first follow moving light, such as a candle; and when his eyes can follow objects spontaneously.

Recognition of form:

Note when he begins to recognize faces of relatives, or to be puzzled by or afraid of change of faces, and at what age spontaneous notice is taken of pictures on the wall or in books; when familiar objects are recognized in pictures. Keep notes of the growth of interest in seeing, and at what distance objects may be recognized.

Color:

Note, when the gaze is strongly attracted by colored objects, if child shows interest, pleasure; or, again, if they cause distraction of the attention—for example, leading the child to cease eating until they are put out of sight.

After grasping is acquired:

Take pieces of ribbon or paper selected to match the primary colors; hold these at a definite distance from the child and note which he reaches for. Note when child makes some such tests as these.

When speech is understood:

Out of a set of colored balls or blocks, show the child a red, blue, or yellow, and have it pick out those like it, or arrange in order red, blue, yellow, and have child do the same. Try this from time to time and note date when child can do this.

2. *Hearing.*

Perception of sounds:

Note when child first starts or winks at sudden sounds, and at what age is the head first turned toward sounds heard?

Recognition of sounds:

Note attempts to imitate sounds; also sounds which excite marked pleasure or displeasure. Record when child can talk and ask when a sound is heard, "What is that?" and "Where is it?"

Music:

Note when child first pays attention to single notes struck upon the piano; and to what extent music will direct his attention when he is fretting—note if there is any difference to him in slow and lively music. Does he want to sing on hearing music? Note when he can first keep time to

music by swaying the body, clapping the hands, or marching. Note when he can learn rhymes and jingles.

3. *Sensation.*

Note date when child has ability to localize a touch or hurt. The withdrawal of a limb from a slight touch or hurt does not necessarily prove feeling, because the movement may be reflex. Observe the appearance of interest in the feeling of different objects, the child rubbing the fingers over the surface of articles, smooth or rough or soft.

4. *Taste.*

Note how child received different solutions of sweet, bitter, or acid substances. Keep record also of additions to the child's diet, and how each addition is received.

5. *Smell.*

Smell may be tested by various scents, but irritating substances, such as ammonia or smelling-salts, must on no account be used.

EMOTIONS:

Parents and teachers need to study profoundly the child as an emotional being, and the emotions may be noticed in the order in which they appear in the following manner:

Fear.

Perceptibly manifest in about three weeks. Keep a list of things which frighten the child—sights, sounds, touch, sensations. The unexpected fear of falling, of beasts, of darkness, or of being left alone. Note how fear is shown on

each occasion. Note examples, if possible, of fears outgrown. Appealing to fear by way of government is all too common and gives to a child the worst possible preparation for life. Fear takes the place of hope, and on no account should a child be frightened. Fear shows in the grave look, the trembling lip, and possibly the fit of crying. Fears excited by visual impressions come later than those excited by sounds. Visual sensations do not produce the strong effect of nervous shock which auditory ones produce. In other words, a child will be more shocked by what he hears than by what he sees.

Surprise.

Surprise is a world intellectual truth emotion. In general, the expression is one of open eyes and dropped jaw. Note incident in detail with environmental setting when this emotion first shows forth. As a rule, children are fond of surprises. How early the child feels this emotion can only be conjectured. It is certain that very early he shows intense curiosity, open-eyed wonder, joy of discovery and conquest, and desire for knowledge, while love of truth spurs him on from infancy to old age.

Social Affection.

An altruistic emotion. Note social affection about seventh week. Appears first in response to mother love. Keep a record of definite examples showing affection and disaffection, sympathy and compassion. By education of the social emotions is meant the right culture of

feelings for others. These emotions are called "fellow feelings," "social affections," and "altruistic emotions." All emotional endowments are God-given capabilities, and their lawful activities are God-approved; but restraint is as essential as stimulus in emotional culture. Cherish love and restrain hate; foster kindness and stifle cruelty; praise generosity and disparage envy. The child thus educated grows more and more lovely. All Christians are altruistic; savages are egoistic. Note first signs of affection observed in infant and toward whom. How were these manifested, and how far was the affection spontaneous? Give details to show plainly whether in concrete cases there was real emotional dependence or the dependence of mere physical comfort. Give cases of childish friendships from earliest years to adolescence between the same or opposite sexes; give ages of both children and the duration of the friendship. Was the effect good, bad, or indifferent? Give cases of childish antipathy; how manifested. Trace causes—whether the antipathies were founded on a dislike of physical characteristics, or whether there was a mental or moral basis for the repulsion.

Note any group of children which you have the opportunity to observe, if the number of exclusive friendships, as compared with the number in the group, interfere in any way with general association with other children, stating age and sex of both children.

Up to tenth year the child is largely a being of sensations, appetites, and self-emotions. The social emotions become quite active during boyhood and girlhood. After the fourteenth year the altruistic emotions begin to dominate, and are fully active by the eighteenth year. Altruistic culture immeasurably increases human happiness, makes for the brotherhood of man; each one becomes his brother's keeper, and is happier because he seeks to make others happy.

In order to cultivate the altruistic emotions, definite laws must be observed; cherish the benevolent and repress the malevolent emotions. Surroundings do much to make children kind and generous or cruel and selfish. Here is a child who from infancy has enjoyed kindly influences—a kind mother, kind teachers, and kind companions: now she is an unselfish, kind, and lovely girl. Again, another child, who almost from infancy has lived in the streets, surrounded by all vile influences: he is now selfish, cruel, and repulsive. Blessed is the child that grows up in the atmosphere of love! Kind treatment awakens all kindly feelings. The rule of love develops love. Provoke not the child to anger; avoid arousing hateful feelings.

A child's environment should be such that his natural impulse would be to give kind looks, speak kind words, and do kind acts.

There is a physical love which expresses itself in the mere kiss, and hug and word of endearment, but this is not the all-purifying, all-glorious love, so elevating to every life; it is

but the door, or entrance, to that other higher form of love which manifests itself in service and self-sacrifice. Ask of the child, when he is in the loving mood, some little service, very slight at first, but enough to make him aid you, and thereby transfer the mere selfish love of the child into the beginning of that spiritual love which Christ commended when He said, "If ye love me, keep my commandments."

Altruistic literature is helpful and may be found in such works as MacDonald's "Sir Gibbie," Mrs. Ewing's "Story of a Short Life," Dickens' "David Copperfield," and Holland's "Nicholas Minturn."

Pugnacity.

Pugnacity is an unwillingness to be beaten by any kind of difficulty, and is an indication of a spirited and enterprising character. It is a fighting impulse that it is well to appeal to when a child feels that he is being downed. Rouse his pugnacity and pride, and he will rush at the difficult places with a sort of inner determination at himself that is one of his best moral faculties.

Pugnacity and pride, in their more refined and noble forms, play a great part in his education generally, being in some characters most potent spurs to effort.

Curiosity.

Note the way in which the child looks at novelties, of sensible objects, especially if their sensational quality is bright, vivid, or startling.

Note the questions he asks about things. This indicates a desire to know more about the object. In its higher, more intellectual form, this emotion toward more complete knowledge takes the character of scientific or philosophical curiosity. Young children are possessed by curiosity about every new impression that assails them. Material things, things that move, living things, human actions, and accounts of human action arouse curiosity better than anything that is more abstract. Earliest appeals, therefore, must be through objects shown or acts performed or described. Theoretic curiosity—curiosity about the rational relations between things—does not awaken until adolescence is reached. Emotions of curiosity are world intellectual truth emotions. In early childhood is the time to lead children to discriminate joy in the presence of truth and pain in the presence of the false. Whatever calls the truth emotions into vigorous activity may become a means for educating these feelings. Truth ideas occasion truth emotions—truth in nature, in science, in history, in every-day life.

“The child explores the wonder-world of matter; the youth explores the wonder-world of mind; the man explores the wonder-world of philosophy; the immortal explores the wonder-worlds of God’s wisdom. The boundless delights occasioned by new discoveries are truth emotions.”

Jealousy.

Jealousy is one of a host of malevolent emotions, such as envy, enmity, malice, antipathy, blasphemy, scorn, cruelty, ingratitude, contempt, and revenge; all of which make for harm if unrestrained. They hurt, and do not help. They tend to bitterness, strife, revenge, rivalry, murder, and war. They fill all lands with wails of woe. In order to alleviate these emotions, cherish all kindly feelings, and thereby overcome the hateful ones. When hateful emotions are continually excited, they grow into hateful passions.

Anger.

Note occasions of its appearance, its manner of expression, and any apparent hereditary peculiarity. To what extent is temper controllable? By what means has the child been helped to control his temper? At about twelve weeks old emerges the emotion of anger, and its companion, the emotion of jealousy.

Play.

The earliest manifestation of this emotion in infancy is seen in the infant's kicking, gesticulating, grimacing, cooing, crowing, laughing, and babbling; and in the talking, chattering, singing, running, jumping, climbing of little children. Movement for its own sake is the main element. The healthy child at this period has an irresistible craving not to "sit still" and "be good."

When the child has gained some control over his bodily powers, his impulses prompt him to more complex forms of action, and we find, among the plays which attract him, skipping, hoops, toys, kites, ride a cock-horse, dancing in its simple forms, imitating sounds (barking, mooing, etc.), gestures, pretending to be a horse, a dog, an engine, etc., dressing up, acting make-believe plays, home, shop, school, railway station, etc. Then the construction of sand castles, mud pies, bricks, scribbling, drawing, modeling, and the investigation of dropping things, hammering, rattling, teasing, destroying, all of which are prominent to the sixth or seventh years, and, if rightly guided, are amongst the most valuable, from the educational point of view, of the impulses of childhood. Play is the child's apprenticeship, whereby he acquires individual experiences of the world and knowledge of his own powers which form his stock-in-trade for the game of life. Just as puppies and kittens play at the kind of things which dogs and cats do, so children play at the kind of things which man does. Play is Nature's method of education and should have full scope in suitable directions. In observing these various ways of children's playing, note what particular instincts or impulses or emotions are finding satisfaction in certain ways of playing, and in what direction these plays are of educational value.

The second play period extends from the seventh to twelfth year, of which the chief feat-

ure is the appearance of the characteristic games of boyhood. Many of these games are of great antiquity and are learned by imitation generation after generation, and owe their durability to the satisfaction they give to certain primitive instincts, especially the fighting and hunting instincts, which are so strong in boyhood.

Note the child's delight in his strength, his swiftness, his accuracy of hand and eye, his skill in doing different things.

Note if the child cares to excel, or if, trying, does not excel, is he a good loser in the game? Rousseau, in his "Emile," would have no rivalry between one child and another. He says it is too base a passion to play a part in ideal education. "Let Emile," he said, "never be led to compare himself to other children. No rivalries, not even in running, as soon as he begins to have the power of reason. It were a hundred times better that he should not learn at all what he could only learn through jealousy or vanity. But I would mark out every year the progress he may have made, and I would compare it with the progress of the following years. I would say to him: 'You are now grown so many inches taller; there is the ditch which you jumped over, there is the burden which you raised; there is the distance to which you could throw a pebble, there is the distance you could run over without losing breath. See how much more you can do now.' Thus I should excite him without making him jealous

of any one. He should wish to surpass himself. I can see no inconvenience in this emulation with his former self."

The third play period extends from about the twelfth year, and is characterized by those games which appeal to the social instinct and develop the social spirit. The chief characteristic of the games of this period is that they are played in teams or groups, in which each individual player must play, not for himself, but for his team. Such as football, basketball, cricket, hockey, baseball, lacrosse, etc. Froebel asserts emphatically that a child's future life will be pure or sullied, peaceful or rent with passion, by the nature of play and conditions under which he plays. One great aim of the Kindergarten system is to show how children may be saved from the silliness and inanity, the frequent coarseness and vulgarity of their play when they are left entirely to themselves.

Sympathy.

Sympathy is a social emotion and appears about the age of five months. In noting different instances of the expression of this emotion, state its relation to the experience that called it forth. In fact, in all observation the point is not so much the act itself as accounts of entire experiences, following one on the other and embracing all the child's acts with their environmental setting as far as it is possible to give it. In other words, give simply the complete experience by taking the observed facts

in their context, and remember that the fundamental point is that each act has arisen as a functional part of an entire experience. Sympathy first appears as a feeling of pity or commiseration for others. The pains first sympathized with are, of course, the familiar bodily feelings, such as cold, fatigue, injury, together with the simple emotional states, as fear and disappointment. A very young child will show unmistakably the signs of dejection and sorrow at the sight or narration of another child's sufferings. Their sympathy is easily aroused by animals because they can apprehend their emotional experiences.

Preyor tells how his boy at two and a quarter years, in looking at some little pigs, screamed and turned away in fright when he saw them begin to suck at the teats of their mother, that lay in the sty perfectly quiet. It appeared later that he thought they were biting their mother. Here the child cried because he became vividly conscious of the significance to himself of an experience of being bitten. On the emotion of sympathy much in human life depends.

Emulation.

Emulation is the impulse of emotion to imitate what the child sees another doing, in order not to appear inferior. Emulation is the very nerve of human society. A parent should not try to make the child do a thing which he can not do himself. "Come and let me show you how" is an incomparably better stimulus than

“Go and do it as the book directs.” Children admire anyone who has skill. What he does seems easy and they wish to emulate it. Emulation rapidly ensues, with pugnacity in its train.

Pride.

Pride is a self or egoistic emotion. By this is meant the development of the feelings that make for self-betterment. Infinite Wisdom has planted deep in every human heart the desire for perfection. The body is the organism through which self works. Mothers and kindergartners hold a prominent place and are of the highest importance in fostering all emotions that make for the child's self-betterment. In fostering desires for proper food and drink to satisfy natural appetites, in cherishing budding self-respect, in stimulating cheerfulness, courage, hopefulness, and all uplifting desires, and in repressing all hurtful self-emotions. Repress fear and cowardice, sourness and melancholy; cherish true self-love, and repress egotism and selfishness. Children thus governed are orderly, industrious, cheerful, joyous, sweet, good-natured, mannerly. Bad government mars. Fear will take the place of hope; force will take the place of affection. A child forced to study will not have a burning desire for knowledge. Blame takes the place of praise, while judicious praise is the pure, balmy air, so conducive to all self-betterment. A child desires to be worthy and hopes to merit your loving approval. Cruelty will take the place of kindness, and driving children will take

away the pleasure of leading them. Children thus governed tend to become everything undesirable—disorderly, ugly, morose, sour, cowardly, and unmanly. Egoistic literature, such as biography and history, fosters the desire to make the most of self and to contemplate self in others. The study of the superiority and achievements of great men and women calls self-emotions into vigorous activity. The mothers and kindergartners do untold good and avert incalculable harm. But the primary teacher must do the best for her pupils, however faulty their previous treatment; for, as a diseased body is restored to health, so a deformed soul may be educated into harmony. The inner nature, or soul, of the child has infinite possibilities to overcome all weaknesses.

Resentment.

Keep a list of things which cause resentment and the successive means of expressing the emotion. Pride and love of ornament are emotions that appear about the eighth or ninth month. This emotion may be regarded as a social emotion and as representing the instincts of self-preservation in its active form.

Emotion of the Beautiful.

This is a world, or cosmic, esthetic emotion. Capabilities to appreciate and enjoy the beautiful, the sublime, and the humorous are known as the esthetic emotions. Art and poetry and music are esthetic emotions. The beauty emotions

include emotions of beauty and ugliness, sublimity and insignificance, and emotions of humor and pathos. The worlds of the true, the beautiful, and the good are co-ordinate. Education is designed to fit the child for the highest happiness of which he is capable; esthetic culture prepares him to enjoy a universe of beauty. It attunes the human heart to thrill with joy in the presence of beauty in all its myriad forms, thereby opening the way to all good influences and closing the way to all the grosser vices.

These emotions are feebly active in early childhood and grow with physical growth. Note when the child learns to enjoy simple melodies and simple poetry. From the age of fourteen to eighteen is considered the period especially favorable for the development of the higher esthetic emotions. Men and women do not grow old, whose esthetic emotions are active and strong.

Beauty, sublimity, and humor are the emotions that silently minister to the soul-growth of the little ones. Note when the child enjoys the scenery, the flower gardens, the spreading meadows, the blossoming orchards, the golden fruit, the shady groves, the running brooks, and the songs of birds. Beauty is obtrusive in all the kindergarten arrangements: beauty of motion, which kindergarten exercises gratify; beauty of drawing, molding, cutting, building, making. They try to make beautiful things. The beauty emotions thus pass over into actions. "Pretty

is that pretty does." Kind acts are beautiful. Truthfulness is beautiful; selfishness is ugly, cruelty is ugly—all wrong-doing is ugly. Beauty of character is the highest form of beauty. The art of developing holy characters is the finest of fine arts. Beauty of conduct is the climax.

Grief.

Note grief when the mind shows inability to get away from the source of its sorrow and take up the direction of necessary activities. For a child or person deeply afflicted, there is no freedom of will and action. The mind refuses to operate, save in reiterated contemplation of its loss.

Grief is an egoistic emotion. The child, placed in a universe where law reigns, feels his highest desire to be perfection through law—physical perfection through conformity to physical laws, mental perfection through conformity to the laws of mental growth, and moral perfection through conformity to ethical laws. The imperative "Be perfect!" throbs in every fiber of the human heart. All the emotional endowments are God-given capabilities and their lawful praise occasions joy, blame occasions grief; and they do not show forth until a child is old enough to feel what he knows, and feelings occasioned by knowledge are intellectual, rational, and spiritual feelings.

Hate.

Hate is an altruistic emotion, one of the unkind ones, and should be repressed by cher-

ishing kind feelings. Note the experiences you have in helping the child to overcome hate with love. There are many reasons for loving, where there is one for hating.

Cruelty.

Cruelty is an altruistic malevolent emotion, and is the opposite of mercy. It should be discouraged, and mercy should be encouraged.

Benevolence.

Benevolence is an altruistic emotion, love of mankind and desire for their happiness. Educate these emotions by encouraging the child to think lovingly of others. Love of God, love of humanity, love of country, love of children, have led to the development of the noblest lives—the love that will undertake all duties and endure all sufferings.

Revenge and Rage.

Revenge and rage are malevolent emotions. Note when and how they first show forth, but avoid exciting such emotions. Rather repress and weaken them until they become feeble by non-use. These feelings have a strong tendency to become acts, and thus multiply their intensity. They can not always be avoided, but they can be restrained from becoming acts.

Shame.

Shame is an altruistic emotion, and is the opposite of honor.

Regret.

Regret is an egoistic emotion, and is the opposite of satisfaction.

Deceitfulness.

Deceitfulness is a cosmic truth emotion. Culture of the truth emotion is the development of love of truth. Repress the false and love the true. The true means the realm of knowledge. Truth is agreement with reality, as true biography, true history, and true science. The child should be encouraged to earnestly seek to know the truth, the whole truth, and nothing but the truth. The joy of finding new truths keeps the soul forever young. How early the child feels these emotions can only be conjectured, but it will be easy to discern that very early he suffers when deceived. Telling lies is cowardly and base and hateful. Truth-telling is brave and manly and lovely. There are many ways to cherish the truth habit. Deception and misrepresentations are grave and very undesirable.

Emotions of the Ludicrous.

Note when the child delights in funny pictures, clowns, etc.

Summing up and classifying the emotions as a whole and in the order of their importance, we have:

1. *Cosmic*, or world, motives are the highest; they are truth, beauty, and duty emotions.

2. *Altruistic*, or social, motives are the next highest.
3. *Egoistic*, or self, motives are low.
4. *Malevolent* motives are the lowest.

By cosmic, or world, emotions are meant curiosity, wonder, surprise, knowledge emotions; emotions of beauty and ugliness, of humor and pathos, of sublimity and insignificance, of right and wrong, of ought and ought not, of approval and remorse, of merit and demerit.

By altruistic, or social, emotions are meant love, hate, friendship, enmity, sympathy, antipathy, pity, indifference, affection, disaffection, good-will, malice, generosity, envy, gratitude, ingratitude, philanthropy, misanthropy, good-humor, anger, mercy, cruelty, honor, shame, equanimity, confusion, reverence, scorn, admiration, and contempt.

By egoistic, or self, emotions are meant hope, fear, exultation, despair, joy, sorrow, gayety, depression, courage, cowardice, bravery, timidity, cheerfulness, gloominess, sprightliness; desire for life, for property, for power, for esteem, for knowledge, for beauty, for perfection; content, discontent, satisfaction, regret, humility, pride, meekness, and vanity.

By malevolent emotions are meant anger, envy, jealousy, hate, enmity, malice, antipathy, blasphemy, scorn, cruelty, ingratitude, contempt, and revenge.

These emotional states have obviously a very

direct bearing on the moral life. For the parent, the important point is to see to it that the inner activity is directed into suitable channels of conduct.

Thus far we have traced the development of the child's mind in association with and dependence upon a succession of instinctive and emotional tendencies. We have seen his outgrowth—we have seen him advance from the first hour of infancy to the spontaneous, reflex, instinctive, and ideational movements of the third or fourth month, where he is able to gaze at attractive objects and to follow movements with his eyes, to make efforts to raise his head, and to display upon occasion the primitive emotions of fear and anger; to six months, where he can grasp objects and carry them to his mouth and can distinguish between his friends and strangers, where he displays curiosity and affection; and to the first year, when the play instinct becomes marked and the imitative instinct makes its appearance; and to the second year, where he has acquired, in response to strong innate impulses, the art of locomotion, imitation more marked, and emulation. Curiosity, previously awakened by bright or moving objects or strange sounds, has developed into the instinct to investigate everything that can be gotten hold of. Constructiveness and destructiveness, sociability, love, sympathy, pride, jealousy, humor, obstinacy—all have appeared in their due course, and have been observed

with pleasure by the mother, who rightly regarded them as a proof of her child's capacity for normal development. For the fewer these instincts present in the child, the less is he capable of education, and the lower is the grade of idiocy; and in case all are absent, there is nothing to which education can appeal.

WILL:

Will-culture places the cope-stone on the whole educational building. Character is a completely developed will. The will powers are: *attention*, *choice*, and *action*. Note instances when the child tried to do something a number of times; what encouragements induced him to go on trying. Note when the will, in the ordinary sense, announces itself through *words*, *acts*, *looks*, and *gestures*.

Inhibition.

Record any instances of the child refraining from doing something he wished to do, as a result of suggestion, from fear of the consequences, or for some other reason. Breaking a child's will is not the way to bend it; when once broken, there is nothing left to bend. To make a child give in through mere terror destroys the child's confidence and sympathy for parent or teacher, and makes it impossible for teacher or parent to educate him. Lead the mind and the will into larger fields and wiser ways by warm appreciation and hearty approval. Inspire noble acts and good work.

Attention.

Note prolonged staring at light surfaces, bright colors, and obliviousness to surroundings. Attention is the power of self to focalize efforts and to keep the attention fixed upon the subject in hand and to resolutely exclude all other things. Good literature tends to develop good will, of which biography and history rank high.

Choice.

Lead the child to deliberate and choose, to assume light responsibilities, and to prove himself trustworthy, to choose right from wrong. Kindergarten work is wisely arranged to promote the growth of choice. Right brings happiness, while misery follows wrong determination.

Action.

Action stands for doing. The first instinctive and reflex movements of the child, when he kicked, sucked, struck, and cried, prepared the body for purposed action. Willed action shows about the fourth month, and purposed action is quite pronounced by six months old. Effective action is achievement, and achievement is happiness. Kindergarten work is mostly action; the exercises are planned to promote the growth of spontaneous action into purposed action.

INTELLECT:

Self, as intellect, knows. The child begins life with little or no conscious intelligence, yet with well-marked reflex and instinctive tendencies, as we have already seen, that act for his

own good—a sort of unconscious mechanical intelligence, from which is developed a conscious intelligence by receiving and relating the sensations thus produced. And, as conscious intelligence develops, he chooses, from the various possibilities presented to him by the results of previous action, those objects and acts that are most pleasing. In every form of repeated action, however, conscious intelligence soon becomes more or less unnecessary, because of the development of the unconscious development of habit. Intellect, then, is largely the result of experience and is little influenced by inner laws of development. The powers of intellect are: *memory, understanding, imitation, sense of self, reasoning, and judgment.*

Memory.

Note the child's recognition of faces, bath, toys, etc., of hat or cloak with expectation of going out; of fear with the appearance of something which on another occasion caused pain; ability to supply words omitted from familiar rhymes, ability to learn nursery rhymes, and memory of names. Show him some unfamiliar object, naming it, and in a few days or weeks ask him to name the same.

Understanding.

Note any examples of the child's understanding by his comprehension and use of words or phrases; by his ability to know the meaning of verses he might learn to speak; or if he has any special difficulties in understanding.

Imitation.

Noticeable in first attempt at waving 'bye-bye' or in response to any suggestion given by another; also in putting on father's hat, using handkerchief as his father does, or imitating his walk.

Sense of Self.

Note interest he has in his hands, fingers, toes, knees, etc.; later, curiosity as to internal organs—bones, heart, stomach.

Sense of power:

Note pleasure he takes in making a noise, tearing paper, pounding, etc.; eagerness to attempt to do what he sees others do, so as to do things for himself.

Influence of dress:

Note change of disposition associated with change of dress; pride in dress, first trousers, promoting growth of self-consciousness.

Mirror image:

Note when the child first sees himself in mirror; if he knows his image; if he laughs at it, reaches for it; if he looks behind mirror for the likeness; if he kisses it or makes faces at it, etc.

Self-consciousness:

Note if he pays attention to remarks made about him, and if he uses tricks to conceal guilt.

Philosophical speculating:

Note when he begins to question about God, space, pre-existence, where he was before he was born, and would the grown-ups now be little boys when he would be old, etc.

Reasoning.

Note when the child looks for a sound, for the cause of a shadow, for the real object when a reflection is seen. Note when the child first uses a stick or other object to reach for the thing he wants, and when he first fetches a chair or stool to climb up to a shelf or table, and when he first notices the waving of the trees, and if he believes the trees waving causes the wind or if he thinks the wind causes the trees to wave, etc.

Judgment.

Judgment is essential in a strong character; its development consists particularly in the cultivation of practical aims and worthy ideals.

SPEECH:

First Year.

Record the various vowels and consonants as they appear. In what order do they appear? Which are the first consonants to be used? Note first words uttered and when you can detect differences, expressive of hunger, pain, discomfort, pleasure, anger, or surprise. Ask the child where is the clock, the dog, the cat, the dolly, etc. Note when he first looks toward object spoken of. Keep a list of words and names

obviously understood until the number becomes too great.

Second Year.

Note the child's vocabulary at twelve, fifteen, eighteen, twenty-four, thirty, and thirty-six months. Record a list of early combinations of words in phrases and sentences, and note the gradual advance in ability to construct sentences. Note any words which appear to be invented or to be distortions of words heard, and if the child at any time evinces unwillingness to use speech if a gesture will serve the purpose, and if he has shown any special difficulties in pronunciation—lulling, lisping, or stammering, and if you were able to help him over such difficulties.

THE AGE OF IMAGINATION:

Childhood, so fancy-full, is the age for dreaming, for decking out the world as yet unknown with the gay colors of imagination; for living a life of play or happy make-believe. The myth-making impulse characterizes the "childhood of the world" by an overflow of fancy which ever seeks to hide the meagerness of knowledge. This age is most pronounced from three to seven years. Children have different types of mind: there are the abstract-minded, dealing with ideas; the concrete-minded, dealing with and handling of things; and there are the social-minded, grasping ideas and dealing with social ideas.

Note if the child's imagination shows imaginatively in a colored world, or in a world of sounds, or in a world of movements. If the child is lively and active, he will delight in such stories as well as such plays as are full of movement and bodily activity.

Note if the child's temperament, feelings, or emotions show in his imagination. If he prefers to imagine gloomy and terrifying objects, religious, bright or gladsome.

Imagination does not exist in all children alike; in fact, it is a special study in each new child. It has an inherent charm and is the most delightful side of child life. The fresh exhilarating draughts which daily pour forth from the fount of the child's phantasy, the droll-acting and smart child soliloquy are valuable gems for the mother's study-book. Another domain of children's imagination is found in Story-land. Story-books open up a new world, which is strange and far away, but one in which, in a sense, they live in an almost overpowering delight. The magic power of words calls up in children's minds very vivid and real images of things.

The little brain is wondrously deft at visualizing. What glorious inner visions the skillful little interpreter manages to get from these words! Scene after scene of the dissolving view unfolds itself in definite outline and magical coloring, and the anticipation of each stage is a thrilling mystery.

Note stories read to or told to the child, also the ones he likes to read himself.

THE QUESTIONING AGE:

Note the first putting of questions, generally about the third year. In about the fourth year inquisitiveness is perhaps its highest; the child fires question after question with wondrous rapidity and pertinacity. The question is the outcome of ignorance, coupled with a belief in the boundless knowledge of grown-up people. It is the outcome of intellectual craving, of a demand for mental food.

The question words are:

1. What.
2. Why.
3. How.

The question word *what*—"What is this?" "What is that?"—is prompted by the desire for order and connectedness, and means that the child, by a half-conscious process of reflection and reasoning, has found his way to the truth that things have their qualities, their belonging, and their names. The child shows this desire again in collecting pebbles, pieces of broken glass, etc. The motive is to gain possession of some fact which will connect itself with and supplement a fact already known. By making up his connected whole, he tries to see things, with his imagination, in their proper attachment and order.

The question word *why* comes a little later—"Why is this?" and "Why is that?"—the reason and the cause of things. This form of question develops naturally out of the earlier, for to give the "what" of a thing—that is, its connections, is to give its "why"—that is, the mode of production, its use and purpose. Nothing is more interesting to a child than the production of things. He wonders how the pebbles, the stars, the birds, and the babies are made. He delights in making things himself. The child's questions are not always from ignorance and curiosity, but from a deeper motive, a sense of perplexity or contradiction, and sometimes from a mental irritability and peevishness. The type of question may be determined by its form and the manner of putting it. In case the child's questioning is a symptom of irritability and peevishness, it can be gotten rid of by a good romp or other healthy distraction.

The question word *how* shows forth about the fifth or sixth year, and indicates the presence of a larger intellectual group of time relations. From such questions as "How does this?" "How does that?" to absolute beginnings, into the origin of the world and God himself. In all this field of childish questioning the ardent little explorer, following the law of intellectual progress, looks out with wide-eyed wonder upon his new world; and well indeed is it if he has mother, father, or nurse who have a large and deep enough knowledge of things, a quick and sympathetic insight

into his mind, and who do not object to having their luxurious mood of indolence disturbed, but who have the moral excellencies needed for an adequate treatment of his questions while the spirit of investigation is still upon him, to impart what they know in response to his childish efforts.



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